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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Reading Comprehension

According to Lems (2010:33), reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge. This is one of the important language skills, which is the way to get information and knowledge. Dealing with the idea, Hasibuan and Ansyari (2007:114) stated that reading is an activity with process. A person may read in order to gain information, to get enjoyment and to enhance the knowledge of language being read. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading also makes someone smarter and more creative.

Moreilon (2007:10) stated that reading is making meaning from print and from visual information. He also said that reading is not an easy skill to be mastered because it is an active process that requires great deal of practice and skill.

Comprehension is important part of reading. To get information in reading, students need comprehension. Students cannot get the meaning of the text without comprehension. According to Westwood (2008:31), reading comprehension can be defined an active thinking process through which a reader intentionally constructs meaning to

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form a deeper understanding of concepts and information presented in a text.

According to Hasibuan and Ansyari (2007:117), instructor can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

a. Before reading

- 1) Set a purpose or decide in advance what to read for
- 2) Decide if more linguistic or background knowledge is needed.
- 3) Determine whether to enter the text from the top down (attend to overall meaning) or from the bottom top up (focus on the words and phrases).

b. During and after reading

- 1) Verify prediction and check for inaccurate guesses.
- 2) Decide what is and is not important to understand.
- 3) Reread to check comprehension.
- 4) Ask for help.

c. After reading

- 1) Evaluate comprehension in a particular task or area.
- 2) Evaluate overall progress in reading and in particular types of reading tasks.
- 3) Decides if the strategies used were appropriate for the purpose and for the task.
- 4) Modify strategies if necessary

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2. Students' Reading Comprehension of Analytical Exposition Text

Reading is an activity with purpose. A person may read for enjoyment, or to enhance knowledge of the language being read. In line with the idea, Hasibuan and Ansyari (2007:114) said that the purpose for reading determines the appropriate approach to reading comprehension.

According to Tankersley (2003:2), reading is a complex process made up of several interlocking skills and processes. Reading is an active process that requires a great deal of practice and skill. The purpose for reading and the type of text determines the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.

Based on the limitation in this research the writer used analytical exposition text. Analytical exposition is one of the expository texts. This is a common type of text in school and life. It is a text that elaborates the write's idea about the phenomena surrounding. Syafi'i (2014:59) stated that expository text is to give information, to explain why and how, to clarify a process or to define a concept. Referring to the definition above, analytical exposition is a kind of text that is intended to explain why and how something happens by using compare/contrast, problem-solution, speculation about cause-effect, and research.

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According to Glenda Raison (2004:129), analytical exposition is the critical ideas involving arguments, persuasion or debate. In addition, Kesava (2010:104) stated that an analytical exposition is type of spoken or written text that is intended to persuade the listener or readers that something in the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

Analytical exposition text can be found in scientific books, journals, magazines, newspaper article, academic speech or lectures, research report etc. Related to the function, that is persuading the readers, analytical exposition text consists of the generic structures as follows:

- a. *Thesis*: it introduces a topic that will be discussed. According to Kesava (2010:104), introduces the topic and shows speaker or writer's position; outlines of arguments to be presented. It has always been in the first paragraph of analytical exposition text.
- b. *Argumentation*: the topic discussed by the author is a very important topic or needs attention. In this section, the author presents the arguments or opinions that support the idea of the author. Kesava (2010:104) stated that arguments consist of point (to state the main argument) and elaboration (to develop and support each point of argument).

c. *Reiteration*: this section is always located at the end of the paragraph. Kesava (2010:104) said that reiteration restates speaker's or writer's position. Reiteration is also commonly called the conclusion.

Analytical exposition texts have some language features. An analytical exposition focuses on generic human and not human participants, it uses mental process, it is used to state what the writer or speaker thinks or feels about something, it uses emotive and evaluative words, it often needs material processes, it is used to state what happens, it usually uses Simple Present Tense and Present Perfect Tense. Then, enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly..., finally, etc..

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The example of analytical exposition text.

GLOBAL WARMING

Everybody should change their way of life to reduce global warming. These are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

Adapted from handbook English For Senior High School Students XI

3. Factors Influence Students' Reading Comprehension of Analytical Exposition Text

Reading comprehension related with factors are known to influence the comprehending for all readers, these factors involve individuals and situation factors. According to Richards (2002:280), there are some factors that influence reading comprehension:

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a. Purpose

The first of these factors is purpose, which focuses the readers' attention and help them understand the text. It is important for teacher helps students focus in the classroom, self-directed purpose is better to promote the feeling that leads students to independent reading. To sum up, the comprehension is stronger when the purpose is specific.

b. Type of text

Students that have had experience with story book may find difficulty with informational materials. So, they should be introduced early about concert, vocabulary, and pattern of each different type of the text.

c. The type of genre of text

d. Independent Practice

The last factor that affects comprehension is independent practice preceded by adequate instruction. The students will choose the type of book that what they want. Then, they read and read more to practice their ability to comprehend the meaning. The students also have opportunity to discuss with other.

To improve students' reading comprehension, students should recognize a reading text that consists of paragraphs. Paragraph is a group or related sentences about a single topic (Mc. Whorter: 1986:87) that has four essential parts:

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- a. Topic (the one thing, the entire paragraph is about)
- b. Main idea (the most important idea the writer wants the reader to know about the topic)
- c. Detail (facts and ideas that prove or explain the main idea)
- d. Transition (words and phrases that lead the reader from one idea to another)

4. Nature of Vocabulary

According to Nassaji in Rouhi (2013), vocabulary knowledge is in association with the knowledge of word with regard to its pronunciation, spelling, register, and stylistic and morphological features as well as the word's syntactic and semantic relationships with other words in the language, including collocational meanings and knowledge of antonymy, synonymy, and hyponymy.

Vocabulary is an essential part of learning a language. In English, the ability to master vocabulary is needed. Vocabulary means all of the words that exist in a language. Dealing with the ideas above, Hornby (1989:419) stated that vocabulary means total number of word in language. In this case, in learning a foreign language, the vocabulary knowledge is the first step of learning process. In other words, vocabulary is very important to build a language.

Actually, vocabulary is more complex, it is not only knowing the words and its meaning, but also know about how the words sound and how the words are used in context. In other words, if the students have

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lack of vocabulary and do not know the meaning of the words, they will be hard to understand what the teacher asks to translate a text. If the students have many of vocabularies, the students will be easy to translate a text.

In English learning, vocabulary is un-separated part from understanding the language. When the people use language, so the people use words all the time. If the people know a language well, the people know how to write the words and how to say the words. Dealing with the statement above, Ur (1991:60) stated that vocabulary can be defined, roughly, as the words that can be learned in the foreign language. Then, Richards and Renandya (2002:255) also state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Impossible for the students to read, write and speak a foreign language without having enough vocabulary. Learning vocabulary not only mean memorizes the form of the word but also understand its meaning.

5. Principles of learning and teaching of Vocabulary

According to Discoll, Liz and Pye, Glennis (2006:1), there are some ideas to help students learn vocabulary:

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- a. Write new words in a note book

In learning new words, students can use dictionaries and the thesaurus, pronounce unfamiliar words, and develop a system for learning new words.

- b. List other related words

This idea will be easy to students to master vocabulary and can understand about a reading text.

- c. Write the words in phrases

This idea can help students remember the words so long time and will be difficult to forget it.

- d. Note anything particular about grammar

This idea also helps the student master vocabulary and will be easy to understand about reading text.

- e. List word in group

By listing word in group, the students will be easy to remind the word.

According to Ur (1991:60), said that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word.

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In teaching vocabulary there are some needs to be taught, as follows:

a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching.

d. Aspects of meaning: meaning relationship

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How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

- 1) Synonyms: items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonyms of intelligent.
 - 2) Antonyms: items that mean the opposite; rich is an antonym of poor.
 - 3) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
 - 4) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green and brown are co-ordinates.
 - 5) Superordinate: general concepts that 'cover' specific items; animal is the superordinate of dog, lion, and mouse.
 - 6) Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.
- e. Word formation

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (follow-up, swimming pool).

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Again, new coinages using this kind of combination are very common.

6. The Correlation between Knowledge of Science Vocabulary and their Reading Comprehension of Analytical Exposition Text in Science Topic

Reading comprehension and vocabulary mastery have a strong relationship. As stated by Sedita (2005:1) that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the text. It means that if the students have enough vocabulary, they can easily comprehend the meaning of the reading text.

Vocabulary and reading comprehension cannot separate each other. Vocabulary is important to reading comprehension. Students cannot understand what they are reading without knowing what most of the word mean. Building vocabulary skill improves reading comprehension and reading fluency. So, without building a large vocabulary, students cannot read successfully.

According to Ur (1991:60), vocabulary can be defined, roughly, as the words we teach in the foreign language. As supported by Richard and Renandya (2002:255) that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

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In this research, the writer focused on reading comprehension of analytical exposition text. Analytical exposition is one of the expository texts to give information texts. This is a common type of text in school and life. Analytical exposition is also defined as a kind of text that presents one side of an issue in a form of argument. Its social function is to persuade the readers that the idea is an important matter. That is why this text often uses experts' sources and personal experiences as evidences to support the arguments being made.

Most of English teachers tend to consider that using Indonesian in English class can hamper their students' ability in using English. Building vocabulary can be started from teachers' practice and students influenced by the conversation, short reading text, and games. One of the difficulties of students faces when learning English vocabulary because they are always confused when they did not find the meaning of word. It is because they seldom memorize and use this language.

B. The Relevant Research

Syafi'i (2015:103) said that reviewing the relevant research is intended to avoid the "plagiarism" toward the design and the findings of previous researcher. Then, this research is relevant to another research. First, in 2016, Ade Indria, a student of State Islamic University of Sultan Syarif Kasim Riau conducted a research entitled "The Correlation Between Student's Mastery of Vocabulary and Reading Comprehension at

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the Islamic Junior High School Al-Ulum Pekanbaru” she tried to find the correlation between those variables. Based on her research, she concluded that students’ reading comprehension was better when their vocabulary mastery was better.

Second, in 2012, R.Rusep Weliadi, a student of State Islamic University of Sultan Syarif Kasim Riau conducted a research entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension at the Second Year Students of SMPN 2 Kuantan Mudik Kuantan Singingi Regency” in this research he found that the more vocabulary that the students had, the higher English reading comprehension they got.

In conclusion, this research have similarities and differences with the research above. The similarities two researcher also research about the correlation between student’s mastery of vocabulary and reading comprehension, but the differences they did not focus on science topic.

C. Operational Concept

In order to avoid misunderstanding and misinterpreting, it is necessary to clarify briefly the variables used in this research. They are:

1. Variable X is the knowledge of science vocabulary
2. Variable Y is the students’ reading comprehension of analytical exposition text

The students’ knowledge of science vocabulary as a variable X, the writer took from Ur (1991:60). The indicators of vocabulary are:

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1. The students have the ability to spell the word orally
2. The students have the ability to find the synonym of the word
3. The students have the ability to find the antonym of the word
4. The students have the ability to use word grammatically
5. The students have the ability to know about the word formation of word (noun, verb, and adjective)

Students' reading comprehension of analytical exposition text as a variable Y, the writer took from syllabus, curriculum 2013. The indicators are:

1. The students have the ability to find the main idea of analytical exposition text of science topic.
2. The students have the ability to identify the generic structure of analytical exposition text of science topic.
3. The students have the ability to identify the detail information of analytical exposition text of science topic.
4. The students have the ability to identify social function of analytical exposition text of science topic.
5. The students have the ability to identify the meaning of unknown word of analytical exposition text of science topic.

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D. The Assumption and Hypothesis

1. The Assumption

In general, the researcher assumes that the better students' knowledge of science vocabulary, the better students' reading comprehension in analytical exposition text will be.

Through this research, it is assumed that students' reading comprehension will be better when their vocabulary knowledge is better.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ha: There is a significant correlation between students' knowledge of science vocabulary and their reading comprehension of analytical exposition text.

Ho: There is no significant correlation between students' knowledge of science vocabulary and their reading comprehension of analytical exposition text.